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HUMANISTIC CONFERENCES AT CHAUTAUQUA

The week of July 10, officially styled Art and Archaeology Week at Chautauqua, was rounded out by a series of Humanistic Conferences on Friday and Saturday, July 14-15. The program and arrangements were in the hands of Dr. Mitchell Carroll, Secretary of the Archaeological Institute of America, and Professor R. H. Tanner, of Illinois College, both members of the faculty of the Chautauqua Summer Schools. The announced aim of the Conferences was to consider problems pertaining to the teaching and presentation of the Classics and archaeology in High School and College, so as to win for them a larger place in the thought and life of students and of the general public. The Conferences were designed to appeal to two classes of people, the general public, as exemplified by the Chautauqua community, and the classical enthusiast.

Probably the most beneficial results came from the regularly scheduled lectures of Art and Archaeology Week. Classics and archaeology were brought to the attention of many persons by the lectures of Professor F. W. Kelsey on St. Peter and St. Paul in Rome and on the Classics, of Professor Carroll on America's Archaeological Heritage and on Athens, of Professor J. H. Breasted on Egypt and on Archaeology, of Mr. Bailey on Theseus and the Minotaur, and by Professor Clark's readings of the *Antigone*, the *Trojan Women*, the *Clouds*, and Stephen Phillips's *Ulysses*.

Professor Carroll, in explaining briefly the purposes of the Conferences, dwelt on the importance of the study of the achievements of man, as illustrated by language and literature, history and archaeology. Professor Kelsey followed with the main address of the first Conference, on Classics in High School and College. After tracing the great development of education in this country, he pointed out certain faults of our system: specialization, politics, lack of discipline. The Classics, he said, are needed for breadth of culture, for discipline and for artistic excellence.

Professor B. L. Ullman, of the University of Pittsburgh, read a paper on The New Latin, in which he pointed out how the teaching of Latin has responded to the newer demands in education. He stressed particularly the importance of the Latin element in the English language and showed how the events of the day as reported by the newspapers can be utilized in the Latin class-room to give added meaning to the Latin texts. Professor L. E. Lord, of Oberlin College, presented a most interesting paper on Classics and the Asphyxiating Gas of the Educational Requirement. He called attention to a situation which is of vital concern to all who are interested in the teaching of High School subjects. As he put it, the appreciation of the Classics depends on enthusiastic High School teaching. Enthusiastic teaching depends upon a thorough mastery of the subject to be taught. But professors of education are succeeding in having laws passed requiring students to know the theory of education to the neglect of subject-matter. It is ridiculous to infer that a professor of education is capable of teaching pupils how to teach just because he has been taught how to teach them to teach. Subject-matter is of prime importance. Professor Lord's paper made such an impression that a committee was appointed to draft resolutions covering the points raised. The following resolutions were adopted at the Saturday meeting:

"The Humanistic Conference comprised of representatives from educational institutions of many states views with apprehension the tendency to narrow legislation in certain States which is defining the preparation of High School teachers legally in terms of study in the history and methods of education without reference to preparation in the subjects

taught. The Conference recommends the framing of such legislation hereafter as shall make the emphasis upon preparation in the subjects taught at least equal to that upon methods of teaching".

On Saturday morning Professor J. H. Breasted, of the University of Chicago, spoke informally on Twentieth Century Methods of Teaching Ancient History. He stressed the importance of oriental history. A paper by Professor Henry Browne, of University College, Dublin, on How to Quicken Appreciation of the Classics, urged the circulation of loan exhibits of slides, photographs and small antiquities. Professor Tanner closed the session with an illustrated lecture on Modern Productions of Greek Tragedy. After reviewing the history of Greek plays in America, he showed in a most interesting way how the various practical problems connected with the giving of Greek plays can be met. It should be added that during the summer the *Antigone* and the *Electra* were given at Chautauqua under Professor Tanner's direction.

It is not possible to predict whether these Conferences will have an increasing importance as the years go by. They have in them great possibilities—there is need of something to bring together the various humanistic forces of the country. In any case it will be distinctly worth while to encourage a classical week at Chautauqua in order to bring classical subjects of interest to the attention of the Chautauqua public.

UNIVERSITY OF PITTSBURGH.

B. L. ULLMAN.

THE NEW YORK LATIN CLUB

The first meeting of The New York Latin Club for 1916-1917 will be held at Hunter College, 68th Street and Lexington Avenue, Saturday, November 11, at 11.30. Mr. John Jay Chapman will address the Club on the subject of Lucian. Luncheon will be served immediately after the address.

All who expect to attend the luncheon are asked to notify Miss J. G. Carter, at Hunter College, on or before November 8. Information concerning dues to The New York Latin Club, the cost of tickets to the luncheons, etc., may be had of the Treasurer of the Club, Dr. W. F. Tibbetts, Curtis High School, New Brighton, S. I., New York.

In June last, Professors P. O. Place and C. C. Bushnell, of Syracuse University, published a pamphlet of 16 pages, entitled *Latin and the Agitation for a Single Degree in Liberal Studies*. By way of preface the authors write:

Our purpose in this pamphlet is to oppose the reduction of the Latin requirement for the A.B. degree that would follow the establishment of but one degree for all courses in institutions where at present the B.S. degree is given.

The topics treated in this most interesting and helpful pamphlet are I. Historical Development of Three Types of Liberal Studies (1-2); II. The Attack on Latin, and a Counter-Attack (3-12); III. The Three Degrees as Versus the One Degree (13-16). Under II proof is offered, by a detailed presentation, through tables, of the situation with respect to Latin all over the country in Colleges and Universities, that there is not a tendency in this country against Latin (3-10). Then follow a Discussion of the Etymological Argument for Latin, of the Disciplinary Argument for Latin, of the Importance of a Knowledge of the Past, an answer to Herbert Spencer's charge that Latin is "undemocratic", an argument that Latin is really a living language to the American, much more so than, for example, German, etc.

There is, finally, a useful page of suggestions about methods and ways of teaching Latin.

The authors will gladly furnish copies of this pamphlet on application.

C. K.